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## EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

UNDER the auspices of the Department of Education of the University of Illinois there has appeared a very interesting and valuable statistical study of the high schools of the state, by Mr. Frederick Gordon Bonser. It has the exceptional merit of covering the field of investigation pretty thoroughly, as of the 311 high schools in the state reports were received from 297. This is a very high percentage, and reflects great credit upon the investigator, who must have been patiently persistent. From this study we learn that 25.2 per cent. of the schools have a course of three years, 73.6 per cent. have four years, and 1 per cent. five years. Less than 5 per cent. of the schools have a shorter year than thirty-four weeks, and in almost half, the year ranges from thirty-eight to forty weeks. Forty-nine different subjects are found in the schools, eleven of which may be termed constants, in that they occur in more than 75 per cent. and eight of them in more than 85 per cent. The eleven subjects, in the order of their prominence, are algebra, geometry, physics, botany, Latin, English literature, zoölogy, physiology, general history, civics, and physiography.

An examination of some of the information in regard to the specific subjects will be of interest. First, we shall examine the returns in mathematics. Algebra is taught in every school, and in seven-eighths of them in the first year. In only four schools are algebra and geometry begun simultaneously. Geometry is taught in the first year in only 2 per cent. of the schools. Over 93 per cent. have five recitations a week in algebra, and it is taught for one year in 20 per cent. of the schools, for a year and a half in 43 per cent., and for two years in 29 per cent. In about 50 per cent. of the schools the recitation is forty minutes in length, and this is true of almost all subjects. Plane geometry is taught in 97.9 per cent., or 291 schools; it is given in the second year in 27 per cent., in the third year in 38 per cent., in a part of both the second and third in 19 per cent., in the third and fourth in 6 per cent., and in the fourth only in 4 per cent. Solid geometry is offered in 93.4 per cent., or 189 schools, and is assigned to the third year in 52 per cent. and in the fourth to 42 per cent. The time is generally a half year. Trigonometry is taught in 16 schools and generally in the fourth year. Arithmetic is taught in 45 schools, 15.1 per cent., is generally assigned to the third year, and is given five times a week throughout the year. Bookkeeping may perhaps be classed

with mathematics for high-school statistics, and is given in 86 schools, 28.2 per cent., and generally in the first year.

The work in languages shows much more unevenness. English grammar is taught in 14 schools and generally for half the first year. English composition is reported from 217 schools, 72.9 per cent., and in almost half the schools it is assigned to the first year. As might be expected, the number of recitations varies greatly, as in many cases it alternates or is combined with rhetoric. Rhetoric is in 184 schools, and here again there is some confusion, as in 26 per cent. the rhetoric is reported as included in the time given to composition. Literature, including English and American, is offered by 83.3 per cent., generally has five recitations a week, and is distributed pretty well over the four years. Latin is reported by 265 schools, 89.9 per cent., is given for four years in 52 per cent., and for the first three years in 13 per cent. German is rapidly growing and is found in 103 schools, 34.6 per cent., and in almost half of these is a two years' course given during the last two years. In 24 per cent it is given through the four years. French suffers greatly by comparison with German, it being taught in only 26 schools, of which number 14 are in Chicago. In 60 per cent. of the schools reporting it is given throughout the four years, and generally four times a week. Greek is reported in 34 schools, and is assigned to the last three years. Spanish and Swedish are in one or two schools.

History, civics, and political economy form a group to which much attention has been given. General history is reported from 245 schools, and in many of the smaller ones this is the only European history given. The second year seems to be the popular time, as it is reported in 35 per cent. as given then, and generally continues for a year. English and American history without differentiation is reported in 125 schools, English is differentiated from American in 44 schools, and generally given in the third or fourth year, American in 68 schools, and in the fourth year. Greek and Roman history is offered in 25 per cent. of the schools, and generally for a year. Mediæval and modern history is offered in 7 schools, and French history in 2. Civics is taught in 259 schools, generally in the first or fourth year, and during half a year. Economics, including political economy, is reported by 38 schools and is given in the fourth year.

In the science group there are some interesting developments. Nearly 40 per cent. of the schools make no report of laboratory work either in botany or zoölogy, and 27 per cent. make no mention of any in connection with physics. In 25 per cent. of the 196 schools teaching both physics and chemistry, chemistry precedes physics; in 17 per cent. they are given in the same year. Physics is reported from 290 schools, and given in 49 per cent. in the third year, and in 37 per cent. in the fourth. The common arrangement as to time is to give two double periods for the laboratory and three periods for textbook recitations. In 149 schools, or about one-half of the schools, chemistry

is offered. Generally it is given in the fourth year, and the arrangement as to laboratory periods is about the same as in the case of physics. Twenty-seven per cent. give less than a year, 68 per cent. give a year, and 1 gives two years. Botany is taught in 281 schools, generally in the second year and for a half year. Zoölogy is reported from 263, shares the second year with botany, being taught for approximately the same time. From 8 schools biology is reported. Physiology is taught in 255 and almost always in the first year, during a half year. Astronomy is reported by 79, almost without exception in the fourth year. Physiography is offered in 228, and generally in the first year; geology in 49, and generally in the fourth; psychology in 8, and in the fourth year.

Commercial geography is taught in 5 and commercial law in 4 schools; constitutional history in 1 school; drawing in 80, and generally distributed over the four years; mechanical drawing in only 3 schools; elocution in 4 schools; history of commerce in 3 schools; manual training in 9 schools; music in 10; pedagogy in 3; physical culture in 5; stenography and type-writing in 11.

In 13.8 per cent. of these high schools there is but one teacher reported, and the course is generally three years. Almost 22 per cent. have only two teachers, and nearly one-third have but three. College graduates form 54.4 per cent. of the teaching force, and normal graduates 15.6 per cent. A very interesting fact is that, whereas the percentage of boys in the total enrolment is but 33.8, they constitute 37.5 per cent. of the fourth-year class.

A distinctive feature of secondary education in Illinois is the increasing number of township high schools, and the time seems not far distant when the girl or boy in the rural districts of the state will have the opportunities for higher education within easy reach.